Getting Started: Strategies for Language Development, Play & Behavior for Children Birth to Three

> Janene Day, M.S., CCC-SLP Corrine Bellinger, M.Ed

> > Jordan Child Development Center

Turn Taking

Building Blocks for Language What skills does a child need before they will talk? Conversational Skills Reciprocal Questions Problem First Words Two-Word Phrases Solving Skills Cause & Effect

Early Buildin	g Blocks
Eye Contact	Is essential in being able to give and receive a communication message.
Joint Attention	Defined as: looking at, pointing to, talking about, or playing with the same object or event as another person. It is essential for communicative intent.
Sounds	A child needs to know how to make a variety of sounds before producing syllables and words. Yowel sounds are particularly important in developing understandable speech as words begin to develop.

Early Building Blocks Before a child begins saying words, he/she needs to be imitating them from others. Imitation skills usually develop in progression:gross motor (actions), then sounds, then oral motor actions (words) **Imitation Understands** Children need to understand their environment and what is being said to them before they can begin to talk about their environment or use words Words Once a child understands imitation, turn-taking will usually closely follow. Turn-taking is what communication is all about: I say something, then you say something, then I say something, etc. This skill can follow the same progression as imitation. Turn Taking Home Visits: Eye Contact Face to Face Positioning Face to Side Physical: hold object by face to establish eye contact Verbal + Gesture: "Look at Corrine's Eyes" **Prompting** Verbal: "Look at my eyes" Rough & Start a fun activity - PAUSE - wait for eye contact to restart the activity Tumble Play Home Visits: Imitation & Sounds · Great book for imitation of simple CV syllables www.superduperinc.com Turtle Vowels Long vowels paired with simple gestures "Easy Does It for Apraxia-Preschool" www.linguisystems.com "If you see a Kitten" by John Butler • Great book for imitation of simple sounds "If you see a cuddly kitten...say Ahhhh" "If you see a pongy pig...say Pooo"

Home Visits: Imitation & Sounds



The Big Book of Exclamations

- An educational book for parents. Describes how to read a book to promote speech and language development
- http://thebigbookofexclamations.com/



"Quiet Bunny" by Lisa McCue

- A story that targets early developing sounds
- The wind whispering "shhh"
- The birds chirp "tweet tweet"

Language Stimulation Techniques (Parents)

Use Shorter Sentences

- During everyday activities, use one to two word phrases so your child has a simple model of what to copy
- "Shoes on" vs "Go get your shoes so we can put them on"
 "More?" vs "Do you want more?"

Label Objects & Actions

- When your child points to something, label what
- they are pointing to

 "A car"; "Red car"; "Grandma's Car"; "Fast Car"
- Avoid using words like "this" or "that"

Language Stimulation Techniques (Parents)

Self Talk

- During everyday activities, describe what you see or are doing
 "I am pouring you some milk"

Parallel Talk

- When your child is playing, describe what your child is doing/seeing
 "You are stacking the blocks high"

Imitation

- Copy what your child says to confirm you are listening to them. Repeating what they say will also model correct grammar and pronunciation.

 "Getting E in the Morning":

Language Stimulation Techniques (Parents) Repeat what your child says and make it longer by adding one or two words "bus"..."big bus"..."big school bus" "Go Dad": http://youtu.be/xSBHuujA4rc?t=ImI5s Expansion Pause after you have said something to give your child time to process what you said Pausing with an expectant look also encourages your child to respond (http://youtu.be/hdOUrjaqp11) Wait Time Decrease the number of questions and commands you give your child Instead try commenting and providing your child with daily language and experiences Comment Often Language Stimulation Techniques (Parents) Find opportunities to let your child use a sign or word to let you know what they want by offering them a choice • "Do you want milk or water?" Offer Choices Avoid using words like "this" or "that" Sing familiar songs and pause for your child to fill in the missing word or Sing Songs Westby Symbolic Play Scale Play: Awareness that an object exists when not seen (finds a toy hidden under a scarf) Language: no true language. Can request by crying, grunting or whining Stage I • Play: Purposeful exploration of toys; hands toys to adult if unable to • Language: Context dependent single words (child says "car" when riding in a car" but not when he sees a car) Stage II Play: Uses most common objects and toys appropriately • Language: Beginning of true verbal communication Stage III

Play: Child performs pretend activities on more than one person or object (feeds himself, a doll, etc.) Language: Refers to objects and persons not present	_		
Language. Releas to objects also persons not present			
Play: Represents daily experiences, short and isolated sequences Language: Uses phrases and short sentences	_		
Play: Represents events less frequently experienced or observed; realistic props still required Language: Responds appropriately to "wh" questions in context; asks "why"	_		
	_		
Play: Play now has a sequence Language: Uses past tense ("I ate a cookie"), narrative discourse	-		
	_		
Tips for Playfulness	_		
Schedule a time to do nothing but play			
Get rid of distractions: cell phone, TV, etc.	<u> </u>		
Be animated and have fun			
Focus on connecting with your child and not	-		
learning/teaching Use fun games and songs			
Follow your child's lead	_		
,		 	
	_	 	
Resource:Teachmetotalk.com (http://youtu.be/fHHcUuxabiw)	_		
	_		
	7		
Dools Dooding			
Book Reading	_		
Book Selection	_		
Bright pictures		 	
 Interactive: flaps, textures, sounds Few words 	_		
• rew words	I		
Predictable patterns, repetition, routines			

Read the book slowly

Show more (pretend to wear the hats, eat the food, etc.)
Say less by reading only one word on a page or simplify what is already written
Stress important words

Infants (0-6 Months)

Books with simple, large pictures or designs Stiff cardboard, "chunky" books Cloth and soft vinyl books with simple pictures of people

Young Toddlers (12-24 Months)

Sturdy board books that they can carry Books with photos of children Goodnight books for bed time Books about "hello" and "goodbye" Books with only a few words on each page

What Young Children Like in Books "Early Literacy" www.zerotothree.org/brainwonders

Infants (6-12 Months)

Board books of photos of other babies
Brightly colored"chunky"board books to touch
and taste
Books with photos of familiar objects
Books with sturdy pages
Plastick'nnyl books for bath time
Small plastic photo albums of family and friends

Toddlers (2-3 Years)

Books that tell simple stories
Simply rhyming books they can memorize
Bed time books
Books about counting ABCs, shapes or sizes

Books about counting,ABCs, shapes or sizes Animal books, vehicle books, books about play-time Books with their favoriteTV characters

Encouraging Interactions with Books

Have fun – talk or sing about the pictures

Use hand gestures, signs or facial expressions to bring excitement to the interaction

Let your child turn the pages and remember you don't have to read every single page

Try reading the book face to face (i.e., sitting on the floor)

Avoid testing your child ("what's that?") and add comments instead ("there's a doggy")

Here's a video example of a parent focusing on the word "eat" while reading a book: $\frac{http://youtu.be/D8tY29LIGF4}{http://youtu.be/D8tY29LIGF4}$

A Receptive Related Behavior

Difficulty Following One-Step Direction

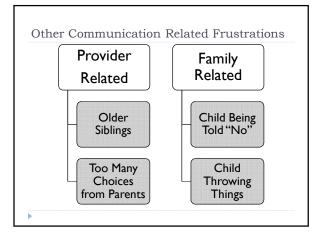
- Is your prompting too high or too low?
 - Verbal + Gesture; Verbal + Picture
- Use "You Can" statements to encourage compliance
- Work on following directions in repeated activities/routines before moving to non-related directions

•

An Expressive Related Behavior

No pointing at all. Just screaming

- Child has to calm down before moving forward
- Can use "Quiet voice then..." statements
- · Look for environmental cues (child in the kitchen screaming, do they want something to eat?)
- Providing choices encourages gestures that we can shape to pointing



Resources

- Norris, J.A. (1995). Helping your child attend and intend to communicate. Communication Skill Builders, a division of the Psychological Corporation.
- Westby Symbolic Play Scale. Coulter, 1995.

Websites:

- "Early Literacy" from $\underline{www.zerotothree.org/brainwonders}$
- "Nurturing Play Skills" from www.zerotothree.org/early-care-education/family-friend-neighbor-care/nuturing-early-play-skills.html
- "Power of Play: Learning Through Play from 0-3" from www.zerotothree.org/child-
- "Early Literacy and Language Tips & Tools" from www.zerotothree.org/child-develpment/early-language Tips ATOols" from www.zerotothree.org/child-develpment/early-language-literacy/tips-tools-early-lit-and-lang.html
- Great website resource for parents: http://thelittlestories.com

- Weitzman, E. and Pepper, J. (2004). It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays. Canada, A Hanen Centre Publication.
- Manolson, A. (1995). You Make the Difference in Helping Your Child Learn. Toronto, ON: Thistle Printing Limited.
- Kaminski-Peterson, T. (2008). The Big Book of Exclamations. Brainerd, MN: RedHouseMedia, LLC.